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|  | ***Standards*** | **D** | **C** | **B** | **A** |
| ***HANDLING*** | *Collect, record, organise, display and compare data using real objects, picture graphs and bar-graphs to compare and contrast it* | Is not able either to collect, record, display or interpret data on a bar graph independently or answering questions given by teacher | Collects, records, displays and interprets data on a bar graph made independently.  Data in the table and graph is accurate and can be read.  Answers questions given by teachers comparing data | Collects, records, displays and interprets data on a bar graph made independently.  Data in the table and graph is accurate, and can be read.  Makes 3 statements comparing data \*(most, least, more than, less than, none, same) | Collects, records, displays and interprets data on a bar graph made independently. Data in the table and graph is well organized, accurate, and easy to read.  Makes more than 3 statements comparing data  (\*and difference, N less than, N more than, using ordinal numbers, etc.) |
| ***DATA*** | *Predict outcomes in order of likelihood* | Is neither able to make reasonable predictions nor to organise a set of possible outcomes in order of likelihood | Makes predictions (although not all reasonable) about possible outcomes or organises a set of possible outcomes in order of likelihood | Makes reasonable and correct predictions about possible outcomes | Makes reasonable predictions about possible outcomes and justifies them properly |
| ***MEASUREMENT*** | *Estimate, measure, label and compare time, length, weight and temperature with non-standard units of measurement.* | Is not able either to estimate, compare or measure  **time** or **temperature** | Estimates, compares and measures  **time**: uses yesterday and today; determines before and after in a sequence (5 moments)  **temperature** (hot, warm, cold)  anwers teachers questions | Estimates, compares and measures  **time**: uses yesterday, today and tomorrow; determines what comes before, after in a sequence (7 moments) **temperature** (hot, warm, cold ) justifies answers | Estimates, compares and measures, with non-standard units of measurement,  **time and temperature** (hot, warm, cold, before, after, today, yesterday and tomorrow, before and after). Gives reasonable explanations for his answers  Shows understanding of why we need standard units of measurement and knows/names some of them |
| ***SPACE*** | *Identify, label, sort, describe and compare 3D shapes using mathematical vocabulary* | Is not able to Identify some of the 2D shapes (circle, square, triangle, rectangle) that can be made from 3D shapes | Identifies and names some of the **2D** shapes that can be made from **3D** shapes (see\*) | Identifies and names all the **2D** shapes that can be made from **3D** shapes and justifies answers  \*Ej: cylinder- **circle** and **rectangle**  Rectangular prism: **square** and **rectangle** or **all rectangles**  Cube: **only squares**  Sphere: **cirles** | **B+** Explains that **2D** shapes (circle, square, triangle, rectangle) can be created by taking apart **3D** shapes  Shows understanding of similarities and differences between 2D and 3D shapes |
| ***AND*** | *Find examples, explain symmetry, and complete**symmetrical designs* | Is not able to complete a symmetrical design using concrete materials (4 elements), even using a mirror to check  Ej: misplaces many objects or tends to do an identical copy (not a mirror image) of the design | Completes symmetrical designs using concrete material (4 elements)  Occasionally misplaces some pieces but self-corrects using mirrors or after questioned by teacher | Completes symmetrical designs using concrete material (4 elements) and makes graphic representations of them  If misplaces one piece, easily self-corrects using mirrors | Creates and completes symmetrical designs (more than 4 elements) using different concrete and graphic material  Uses the space freely not always staying close to the middle (line of symmetry) |
| ***SHAPES*** | *Describe paths, regions, and boundaries of the immediate environment and follow directions describing position* | Is not able to give simple instructions and describe positions using at least 3 of the following: in, on under, between, next to, behind, forwards, backwards, to the right, to the left  Is not able to draw a map showing 2 referent points to get to a place | Gives simple instructions and describes positions using 3-5 of the following: in, on under, between, next to, behind, forwards, backwards, to the right, to the left  Draws a map showing 2 referent points to get to a place | Gives simple instructions and describes positions  Is able to use 6-8 of the following: in, on under, between, next to, behind, forwards, backwards, to the right, to the left  Draws maps showing 3 - 5 referent points get to a place | Gives simple instructions and describes positions to find something hidden in the classroom  Is able to use in, on under, between, next to, behind, forwards, backwards, to the right, to the left  Draws maps showing 5 or more referent points to get to a place |
| ***PATTERNS*** | *Identify and describe patterns in everyday situations; extend them* | Is not able to find and describe patterns in numbers even with teachers questions | Finds and describes some patterns in numbers answering teacher questions | Finds and describes patterns in numbers:  In number bonds, in 100 days chart | Finds and describes patterns in numbers, being able to extend them:  Increasing sequences-says the “rule” (2, 4, 6… add 2) |
| ***NUMBER*** | *Develop understanding of place value system to represent numbers, relationships and operations among them* | Does 3 or less: **Identifies** and names numbers up to 50 in English  **Orders** numbers up to 50  Makes realistic **estimations** up to 50  **Counts** up to 50 in English  **Counts by tens** | Does 4 of the following:  **Identifies** and names numbers up to 50 in English  **Orders** numbers up to 50  Makes realistic **estimations** up to 50  **Counts** up to 50 in English  **Counts by tens** | Does all of the following:  **Identifies** and names numbers up to 50 in English  **Orders** numbers up to 50  Makes realistic **estimations** up to 50  **Counts** up to 50 in English  **Counts by tens** | **Identifies** and names numbers greater than 50 in English  **Orders** numbers greater than 50  Makes realistic **estimations** using numbers greater then 50  **Counts** more than 50 in English  **Counts by tens** exceeding 50 |
| ***NUMBER*** |  | Is not able either to tell number stories for some combinations of numbers 2-10 using objects, or to write some equations correctly  Is not able to show with objects what a two digit number represents by grouping it into tens and ones | Using objects tells number stories for some combinations of numbers 2-6 and writes some equations; usually uses appropriate Maths vocabulary and writes some equations properly needing to explain his work in order to be understood  Shows with objects what a two digit number represents by grouping it into tens and ones up to 50. Will make some mistakes but can easily self-correct. | Using objects tells number stories for some combinations of numbers 5-10 and writes some equations; usually uses appropriate Maths vocabulary and writes most equations properly making it easy to understand  Demonstrates with objects what a two digit number represents by grouping it into tens and ones up to 50 | Using objects tells number stories for any combination of numbers 5-10; Uses appropriate Maths vocabulary and writes all equations properly making it easy to understand  Demonstrates with objects what a two digit number represents by grouping it into tens and ones beyond 50. Explain why a two digit number is written that way |